

UNITED STATES DEPARTMENT OF AGRICULTURE
EXTENSION SERVICE
Washington 25, D. C.

GUIDES
for an
EXTENSION FOOD MARKETING PROGRAM
for
CONSUMERS

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A handbook for State personnel who
plan to develop educational programs
in marketing for the consumer under
the Research and Marketing Act of
August 1946.

July 1948

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FOREWORD

This guide is prepared as a means of presenting to extension directors, State leaders, and specialists the thinking of those interested in the further development of the extension program in marketing. We know that many fine programs are already under way and that many plans for new programs have been held back only for lack of personnel and funds. The programs suggested here cover four general areas of a marketing program in relation to foods. Other problems may be of more immediate concern to some of the States.

The Research and Marketing Act of 1946 provides for educational programs in relation to the marketing of all agricultural products. Since most States have been concerned about a program based on the marketing of food, this handbook deals only with that phase of the program. The answers are not all here, but experience from many States has gone into the guide. We hope it may prove helpful as questions arise.

We express our appreciation to Miss Frances Scudder and Miss Sallie Pearce for preparing this guide and also to the many others who helped develop the plans of work offered for your consideration.

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PART ONE

GUIDES FOR AN EXTENSION FOOD MARKETING PROGRAM

FOR CONSUMERS

I. WHY SHOULD WE UNDERTAKE SUCH A FOOD PROGRAM?

Increasing numbers of families are depending upon our commercial markets for their food. Families in or near these markets need help to understand the entire food supply and market organization and to make their choices of food in relation to family need and in relation to their resources.

In an educational marketing program for consumers, the Extension Service can help accomplish many useful things, among them:

1. Benefit growers and consumers through a program that keeps the consumer informed of the availability of food that is in abundant supply in a given market.
2. Improve consumer understanding of marketing costs and services that affect price.
3. Enable consumers to appreciate quality values in foods so that they can make a more intelligent choice in relation to both the needs and the resources of the family.
4. Expand the use of seasonal surpluses and provide families with less expensive food at times when the local supply is abundant.
5. Cooperate with other organizations and agencies to provide a sound educational program in this field.

II. WHAT FIELDS OF WORK SHOULD BE UNDERTAKEN?

There are many phases of consumer information and education. Some of them are now being carried on in the already established extension program. Relatively few educational programs in marketing have been developed primarily to meet the needs of the consumer. The report of the Extension Marketing Committee indicates four general fields in which this work needs to be developed. They are:

1. Dissemination of information concerning the availability of food in a city or trading area.
2. Teaching of quality values.

3. Encouragement in making greater utilization of different qualities and taking advantage of varying quantities of available food supplies.
4. Better understanding of our marketing costs, organization, and services as they affect price.

Other problems may need first attention in some States, but this guide is designed primarily to suggest ways of developing an extension program in these general fields.

III. FOR WHOM ARE THESE PROGRAMS PLANNED?

Educational programs on the utilization of food and on the recognition of quality differences are of interest to all persons who purchase food for the family. Both urban and rural consumers have similar problems in this respect.

A program on the availability of food will accomplish much for people in the important trading areas. Its effectiveness is not limited to the large cities. There is, however, a relationship between the size of the market area and the practicability of developing a well-organized and well-coordinated informational program.

Educational programs based on problems of common concern to producers, distributors, and consumers are most effective where a good marketing organization already exists. Programs may be based on the problems encountered by producers and consumers in relation to a single farm market or they may be developed with representatives of producers, distributors, and consumers concerned with the system in a large market area.

IV. WHO WILL WORK ON THESE PROGRAMS?

Extension personnel can cooperate with other organizations and agencies. Local, State, and Federal educational and trade groups have much to contribute to such a program.

It is important that both State and county educational programs designed to help the consumer be based on the technical knowledge to be found in several of the departments of the State colleges and experiment stations. Teamwork among agricultural economists, home economists, and other extension workers is a necessity if the program is to be comprehensive and effective.

Extension supervisors and specialists will, in most States, assume the major responsibility for the development of the program. County or city extension workers will carry the major responsibility for the local program. The specialist may introduce the program as a pilot demonstration.

V. HOW WILL THE PROGRAM BE CARRIED ON?

Obvious initial steps are:

1. Visit communities concerned and discuss the proposed project with county extension personnel, presenting the over-all program for their information and consideration.
2. Present the program to the County Agricultural Committee or County Planning Board, U.S.D.A. Council, or the co-operating agency that helps formulate the county agricultural program, and solicit their cooperation and assistance.
3. Acquaint local wholesale and retail merchants with the program under consideration by personal contact or in committee meetings, emphasizing the need for their co-operation.

Following are suggested guides for developing educational programs in the four general fields of work.

VI. SOME GUIDES FOR ORGANIZING A PROGRAM TO INFORM CONSUMERS OF THE AVAILABILITY OF VARIOUS PRODUCTS.

Background information concerning national, regional, and State areas of supply and the quantity and quality of crops expected is important to the person planning and directing a market information program on the availability of food.

Information such as is found in Federal publications and reports is helpful. A few that give national or regional facts are:

1. The National Food Situation, B.A.E. (quarterly).
2. The Marketing and Transportation Situation, B.A.E. (monthly).
3. Marketing Activities, P.M.A., Washington office (monthly).
4. Food Supplies and Markets, P.M.A., regional offices (weekly).

Some States, through the department of markets, have a State market reporting service, which is available on request.

Some State colleges keep in close touch with producer groups and others in the State, concerning State-grown food crops. This information can also be made available.

State resources vary considerably. Cooperation between agencies may develop a means of providing information not currently available.

Information about the supply of food in a given city or area at a specific time can best be gathered by an extension worker in the area. With the State and regional reports as background, it is important to check the local supply.

There are a number of ways in which this can be done. One effective way is to arrange with a number of wholesalers to help furnish the local facts as needed. Information gathered in this way can be disseminated by press and radio.

As in any cooperative effort, it is important that those who are to participate assist in developing the plan. For this reason a meeting of extension workers, the market reporter, and selected growers and handlers is suggested. If several homemakers are also present, it will help to clarify what is needed from their point of view. Representatives of the press and radio should be included if they are to help with the program.

Marketing organizations will vary somewhat between cities. The following list may suggest groups to be represented at a meeting to plan for local reports of food available at any specified time:

1. The marketing specialists.
2. The extension worker who is to take primary responsibility in the local program.
3. The other county extension agents.
4. The State leaders or district agents working closely with the program.
5. The market reporter from the State bureau of markets.
6. Two or more homemakers who buy in the market under discussion.
7. Representatives from various growers' associations, such as:
 - Vegetable (or fruit) growers.
 - Livestock (or poultry) producers.
8. The director of a public or farmers' market.
9. The grocers' representative from the chamber of commerce.
10. Representatives from various groups in the food industry, such as:
 - The independent and cooperative grocers associations.
 - Chain-store representatives.
 - Commission men; wholesalers; receivers; jobbers.
 - The meat institute; poultry dealers; fish dealers.
11. Representatives of press and radio.

It will undoubtedly be necessary to omit some of the personnel suggested and to add others.

The local situation will determine whether representatives of the press and radio should participate in this first meeting. It is sometimes better to discuss the desirability of a local program before assuming that the group is ready to work with press and radio on such a program.

The time when the group that has been suggested can be called together will depend upon local custom and preference. The trade will appreciate a day early in the week. If the group is small, a luncheon meeting may be acceptable. Since this is a single meeting, early afternoon may be acceptable to all concerned. In some communities, evening will be most acceptable. It is usually advisable for the marketing specialist or the county agent to call such a meeting.

Agenda for the meeting should contain a statement of purpose by the marketing specialist or other extension worker familiar with the problem; presentation of the proposed plan for providing a local service to better inform consumers of the availability of food products; and ample opportunity for free discussion. If a plan is developed, arrangements can be made at this meeting for getting information from the handlers when and as needed. In some cities arrangements have been made for the local extension worker to telephone selected persons on stated days and at designated hours.

After the meeting, the local extension worker or other extension personnel will need to discuss the proposed program with the press and radio to negotiate for space or time. A definite suggestion as to the type of information that can be furnished to the editor or the program director is important.

A byline or other way of indicating to the public the reliability of the sources from which the release is prepared may be desirable. The following are indicative of statements that have been used successfully:

"Compiled for Chemung County Extension Service in co-operation with Elmira wholesale dealers and marketmen."

"Editor's note: In cooperation with the Department of Agriculture economists at Cornell University, Rensselaer County Extension Service offers suggestions to homemakers in order that they know their markets and buy foods when the supply is most abundant. This information has been checked with local markets."

"This article appears weekly through the cooperation of the Rochester Extension Service and the State Department of Agriculture and Markets."

Press and radio releases need to be timed with the local shopping habits. Areas will vary as to whether information should be put out daily, semiweekly, or weekly.

In addition to information concerning the supply of food on the market, suggestions can be made for using it in a variety of ways, for selecting it, for caring for it in the home, and for preserving it for further use.

In some of the larger cities, material prepared by the Extension Service may serve best when presented by the regularly employed columnists and commentators. In other cities, cooperation with byline writers and name programs can be arranged. Many papers and radio stations, however, will provide space and time for the material as prepared by the local extension agent.

The same information gathered for press and radio releases can be used as a basis for discussions with groups. Such discussions would present the market supply in relation to good buying practices and to good family nutrition. It can also be disseminated through house organs, circulars, and hand-outs.

VII. SOME GUIDES FOR AN EDUCATIONAL PROGRAM ON QUALITY DIFFERENCES IN FOOD PRODUCTS.

Consumers have learned much about buying food, through their own experiences and, in some markets, through the help of the retailer. However, little has been done in most areas to acquaint the consumer with either the food regulations or the quality differences prevailing in her market.

Exhibits, demonstrations, and leaflets are all helpful in carrying on such a program. It must be recognized that final grading of much produce is, in final analysis, the judgment of a single individual trained to make such judgments. The consumer can learn to recognize certain obvious quality differences and what they mean in terms of price and food value.

The consumer knows there will be a price difference in different cuts of meat but may not know that there is little nutritional difference or that the cuts less in demand may actually give her more nutritional value. The consumer may not realize that to get the most satisfying flavor and texture from either expensive or inexpensive cuts of meat, special knowledge of meat cookery is desirable. For example, rump roast is usually better when cooked with moist heat, and a rib roast is best when cooked with dry heat.

Similarly, with canned fruits and vegetables, such as tomatoes or pineapple, choice of quality is influenced by use. If the color, shape, or delicate flavor of the canned product will be changed as the food is prepared, a less high quality may give adequate flavor and appearance. High quality is often preferred, even at the corresponding increase in price, when the color, texture, or appearance of the canned food is considered to be important in the meal. Here is one outline that has been used successfully to cover these points:

"Planning daily meals that include the Basic 7 food groups will supply the family with the right foods needed for growth and health. Every day serve at least the minimum number of servings from each group.

"The amount of money spent weekly for food will depend upon:

The income.

How many persons this income must support.

The importance the family attaches to food.

"Some families have much poorer meals on a given amount of money spent for food than other families. This may result from:

Poor planning.

Wasteful buying.

Improper care of food in the home.

Waste in preparing and cooking foods.

General Suggestions

"Plan meals for several days.

Make a market list with alternate choices.

Go to market whenever possible.

Know the nutritive value of food in relation to the price per pound.

Compare the cost per serving of different kinds of food in each Basic 7 group.

Read labels to know what you are buying.

Buy the grade of food that best suits your needs.

Figure cost per ounce when buying small packages, as compared with large packages."

Demonstrations and group discussions are effective ways of helping the consumer to understand quality differences in the available food products. Informative labeling becomes a part of such discussions. Teaching knowledge of quality differences in perishables and the effect of market and home care in relation to preserving quality is a somewhat different problem. Demonstrations and discussions are effective, but actually seeing different qualities of produce is important to the learner. Exhibits and audiovisual aids can be used effectively. Local leaders can be trained to man and explain exhibits that call attention to quality differences. For example: When there is a large supply of apples, an exhibit can indicate the varieties available, the nutritive value, and the purpose for which each is particularly suited. At another time, the exhibit could indicate the various qualities of one variety and suggest uses for each. A third time, the exhibit could indicate the difference in packaging and the effect on price. Recipes using apples and suggestions for home storage of apples could be given out from such an exhibit.

When exhibits can be used in a market, it is desirable to have them placed where the consumer sees them before she makes her selection. Arrangement for exhibits needs to be made with the market or store manager. It must be borne in mind that both floor and shelf space in the grocery is valuable. It is advisable to plan an exhibit that takes a minimum of space.

Hand-out materials on quality are useful if they are clear, attractive, and available in large quantity. Local application is important.

Examples of bulletins for basic information are:

1. USDA Miscellaneous Publication No. 167. Revised February 1948. A Fruit and Vegetable Buying Guide.
2. USDA Miscellaneous Publication No. 553. Revised November 1947. A Consumer's Guide to U. S. Standards for Farm Products.
3. Available State publications.

In the program on quality differences, the local extension worker can expect help from the various agricultural, marketing, and nutrition specialists, from interested members of the trade, and from the educational materials prepared by producer and distributor organizations.

Demonstrations and discussions can be held with regularly organized extension groups, with women's clubs, service clubs, and young people's groups.

VIII. SOME GUIDES FOR A PROGRAM ON EFFECTIVE HOME UTILIZATION AND PREPARATION OF FOOD PRODUCTS.

If consumers are to use large quantities of food at the time when the supply is abundant, they not only need to know about the supply and how to select the quality of food they need, but they also need suggestions as to a variety of ways of using that food and, if suitable, how to store or preserve it for future use.

Much of this program can be carried on in relation to the informational program on supply.

Cooking schools and demonstrations will help consumers to understand a variety of uses of food products. Whichever method is used, it is important that those attending have an opportunity to taste the food that has been prepared and have a tested recipe to take home.

Attractive leaflets containing pictures of food and tested recipes for preparing the food have been helpful in increasing the use of food products. One-page hand-outs could be prepared for this purpose.

Wider acceptance of a food product not commonly used in the area can be increased through distribution of recipes and demonstrations. Exhibits and opportunities for people to taste the food can be used at large gatherings as well as small ones. Farm and Home Week, State and county fairs, and the like all offer opportunity to call attention to abundant or inexpensive foods not too commonly used in the area.

In all work done with menus and recipes, it is important to have them prepared by State or county extension workers who are familiar with food preferences and cooking habits of the locality, if there is to be general acceptance of the program.

At times there may be an unexpected quantity of a given food in a given market. When this happens, the county extension workers in the area can make a useful contribution by calling attention to the abundant supply, its location, its condition, its food value, its possible uses, and ways of preserving it for future use.

Such a program develops suddenly and is usually handled through special press and radio releases. Some States, anticipating an unusually large crop of any one food, have trained volunteer food leaders to act in an emergency. They are given facts about the supply, told how they will be informed if it becomes an emergency, and are provided with bulletins or other materials that suggest ways to use the food. Extension editors can help conduct such information programs.

The State marketing specialist receives reports from the area that has an overabundance and telephones or telegraphs the county extension workers. The county workers use mass media or local leaders or both to inform consumers of the supply and its possible use. Again the extension editor can assist in the dissemination of market information that will expand the market.

Well-coordinated, rapid work on the part of extension workers can help both producer and consumer in this kind of local or area emergency.

IX. SOME GUIDES FOR AN EDUCATIONAL PROGRAM ON MARKET COSTS, ORGANIZATION, AND SERVICES IN RELATION TO PRICE.

Consumers and those who grow produce for farm markets in several areas have shown interest in understanding marketing services as they affect price. Meetings of specialists with retailers, wholesalers, or producers in an effort to develop understanding between these groups have been effective. Other meetings have been held between representatives of the trade and county Extension personnel; still others directly between consumers and retailers and wholesalers. On such programs, the marketing specialist serves as the adviser to all groups, particularly in the first meetings.

Before a consumer education program can be started in a community, many angles must be considered and necessary adjustments made to fit the need as it exists. The area served may be a whole State, or the program may begin in localized areas with specific and definite groups participating.

Presenting the project to the community to get cooperation and sympathetic understanding will in a measure determine the effectiveness of the project and influence the results.

Factors that may influence the adoption of the project are:

1. The trend in industrialization points toward a decrease in home gardening and an increase in demand for locally produced food that meets desired grades and standards.
2. The consumer needs to have information on grades and instruction on the most advantageous use of the various grades, in order to get the best nutritive benefits and at the same time consider the economics involved.
3. There is a lack of consumer education or information given regularly by local, State, or Federal agencies.
4. Seasonal abundances of certain commodities on the market cause surpluses that may have lasting nutritive benefits if the housewife is informed as to the time when these abundances are likely to occur.

Considering these factors and influences, a procedure is suggested for beginning a consumer education program.

Select personnel for the work and make definite plans for their participation.

1. Visit communities concerned and discuss the proposed project with county extension personnel, presenting the entire program for their information and consideration.
2. Present the program to the County Agricultural Committee, County Planning Board, U.S.D.A. Council, or other cooperating agency that helps formulate the county program and solicit their cooperation and assistance.
3. Acquaint local wholesale and retail merchants with the program under consideration by personal contact or in committee meetings, emphasizing the need for their cooperation.
4. Call a meeting of producers, merchants, market operators, peddlers, and consumers. Present the project to them for discussion and tell them what produce and services the consumer would like to find locally and the need for the program to meet the challenge for better nutrition.
5. Ask consumers whether they are willing to buy on a graded market if demonstrations are given, and if instructions are provided for use of the graded produce for best results, nutritionally and economically.

6. Furnish weekly news reports on "good buys" and "best buys," and also availability and utilization, basing information on sound sources, including utilization.
7. Give demonstrations on the handling and use of "good buys," since price is not the only index, and grades and standards are of great significance.

Suggested grades and standards demonstrations:

Greens (spinach, for example)	Commercial or locally produced.
Cabbage	Green or U.S. white.
Chickens	Dressed. Dressed and drawn.
Lima beans	Shelled and unshelled -- time of shelling. Cost and weight (after and before)
Tomatoes	Size--grade--green wrap--bush-ripened. (Handling--right--wrong--ripe fruit.)
Cantaloup	Selection.
Turkeys	Just prior to holiday season bring producer, merchant, and consumer into cooperative markets. Source of supply. Price expected to pay. Quality. Dressed--degree. Frozen--fresh--stored.
Sweetpotatoes	Cost of grading by U.S. Standards vs. nongrading. Volume. Loss from field to consumer.
Meat	Buy by cuts--price. Cook by cuts--food value.

Eggs

By grade and weight--determined
by use.

Best use of these "good buys" will include some food conservation. This will involve instruction in methods:

Canning
Brining

Freezing
Dehydration

Storage

Groups for whom the demonstrations may be given are:

1. Organized extension groups.
2. Civic leaders, civic and service club members.
3. Federation of Women's Clubs.
4. School lunch workers.
5. Educational groups - PTA, AAUW.
6. Merchant organizations.
7. Producers:

Farmers' market producers.
Members of farm women's markets.
House-to-house peddlers, if possible,
especially for grades and standards.

Second and succeeding years' program similar but on a much expanded basis, modified to include facts learned the first year, such as:

Variety preferences.
Package preferences.
New uses.
Buying for economy and nutrition.

Demonstrations with producers, to include:

Production methods.
Harvesting methods.
Grading methods.
Marketing methods.
Expanded utilization.

X. EVALUATION

Every effort is being made to keep the reporting requirements of the Extension Service in the States at a practical minimum. However, some measure of the results of the program is necessary as a means of testing or determining the progress and the accomplishment of ends as intended when the work was begun.

The following questions are submitted as a suggested pattern for evaluating results:

1. What has the project done for the consumer?
 - a. Has she learned to spend her food dollar more wisely?
 - b. Has she learned to buy by grades and standards?
 - c. Has she found a better supply of desired produce available and more regularly than before.
 - d. Has she been aided in supplying more nutritious meals for her family?

Information of value on the success of the grading and standards will be brought out by surveys made in the stores to determine to what extent produce has been purchased (1) by grades and standards; (2) by whom (high, medium, low income group); (3) because of proposed use; (4) because of differences in price.

2. What has the merchant gained that will be of help to his business?
 - a. Has the project helped him to move abundant supplies?
 - b. Has the project helped him advertise more successfully?
3. What has the project done for the producer?
 - a. Given him a better understanding of quality and grading standards?
 - b. Increased his market outlets?
 - c. Provided a steady market?
 - d. Increased his income?
4. What has been the reaction of the community to the project as a whole?

Include in memorandum the situation when the project was begun and the status at time of evaluating or reporting.

5. What has the farmer-producer contributed to the project?
 - a. Better quality products?
 - b. Has he extended market supply over a longer period of time?
 - c. Does he supply the market with produce the consumer wants?
6. What contribution has been made by the merchant-wholesaler and retailer?
 - a. Has he supplied needed information concerning supplies, abundant and scarce items, market trends, and prices?
 - b. Does he supply space for bulletin boards, posters, leaflets, and the like?
 - c. Does he assist in demonstrations?
7. What contribution have the radio and press made to the project?
 - a. How many radio scripts were used?
 - b. Who prepared them?
 - c. How many press items were used?
 - d. Who prepared them?
 - e. Attach samples of radio and press scripts.
 - f. Do radio and press use information regularly?
8. What was the working relationship between cooperating agencies, groups and organizations?
 - a. Did each group have a clear understanding of its responsibility?
 - b. Did each group understand the responsibility and program of other groups associated with the program.
 - c. What were the points of confusion and how were they corrected?

9. How many meetings have been held?

- a. With consumers?
- b. With merchant groups?
- c. With steering committees of
representatives of consumer-pro-
ducer-merchant groups?

10. Number of method demonstrations given. _____

Attendance. _____

11. List groups for whom demonstrations have been given.

12. What other consumer education work is being done in
the State?

PART TWO

BASIS OF THE SUGGESTIONS

I. EDUCATIONAL WORK UNDER THE RESEARCH AND MARKETING ACT

The following brief statement of the Marketing Act and Extension's responsibility is taken from the Extension Research and Marketing Handbook:

The Research and Marketing Act, as passed August 14, 1946, is a combination of several proposed bills dealing with the production and marketing of agricultural products. Title II is aimed specifically at expanding research, service, and education to improve marketing and distribution.

The Research and Marketing Act provides for the development of new and additional lines of work relating directly to the production, marketing, and utilization of farm commodities.

As research becomes available, it will greatly enlarge Extension's responsibility and opportunity to expand educational work generally, develop its educational programs, and assist farmers, handlers, and consumers in using marketing information effectively.

The following excerpts are from the Second Report of the Extension Marketing Committee:

"Fields of work in which educational programs are needed include:

"1. Availability of Various Products.

"For example: Information in regard to the availability of food products. Reports from various agencies of the United States Department of Agriculture indicate national and regional outlook, trends, and marketing information in the present and prospective supply of food. The State specialist, working with various State agencies, local producer groups, and county agricultural agents can obtain information about the period of harvest and probable supply of significant commodities in season from nearby producing areas. In addition, a local check on the availability of produce in the specific city or area is essential. This can be made by an Extension worker, located in the city or county, from reports supplied by the specialist and from information obtained from local handlers.

"Many urban homemakers, finding virtually all foods in the market the year round, need more information than is indicated by price alone. For example, information concerning the supply of tomatoes in a city or marketing area is useful to consumers in a number of ways. For the homemaker who will be canning tomatoes, it is important to know when to expect the period of abundant supply. State or regional reports can indicate when this is expected but local conditions may affect the exact time or length of the period when tomatoes for home canning are in the greatest abundance and of proper quality for such use. The homemaker who expects to find an abundant supply of tomatoes for 4 to 6 weeks needs to know, in case of blight, drought, or other difficulty, that the local supply will be curtailed, what the general supply is, and other factors that may help her decide if or when she should buy tomatoes to can.

"For the homemaker who will not be canning tomatoes, information is needed concerning the season and quality of tomatoes in her market. When the homemaker knows the local availability of tomatoes, both she and the farmer benefit. The homemaker knows what she will find in the market and how to make best use of both the quality and the quantity available.

"2. Quality Value Differences in Food Products

"Teaching materials on the selection of food in relation to quality are few. Marketing specialists, home economists, or nutritionists, working with others, can prepare leaflets, exhibits, demonstrations, audiovisual aids, and so on, that present both official grades and easily recognized quality differences in a manner useful to the consumer.

"Information and demonstrations can be made available by State, county, or city extension workers concerning (a) different ways for consumers to recognize the usual quality differences of various products-- for example, what quality of peaches is desirable for salad, for shortcake, or for freezing, and (b) the care of food in the market and at home as it affects quality, including nutritive value.

"Such information would be useful to city and county home demonstration agents, teachers, local leaders, food editors and commentators and others in a position to pass this information on to consumers.

"3. Effective Utilization and Preparation of Food Products

"There are many fine sources of material for this part of the educational program. Much of it can profitably be localized by the specialist or the home demonstration agent in the area, who knows the food preferences and the resources of the families. Consumption of abundant foods in relation to their nutritive value can be encouraged through the effort of the home economist.

"The home economist can provide information and hold demonstrations:

- "(a) To indicate how the preparation of food can influence family acceptance; the frequency with which the food may be served; and how its food value can be maintained. When wax beans are developing rapidly, many homemakers will buy them oftener if they are given ideas of a variety of ways to prepare and serve them.
- "(b) To show how the care of food in the market or at home affects palatability and nutritive value and prevents waste. Some homemakers wash berries before putting them in the refrigerator, some leave them in the box, and others sort but do not wash them before storing. Discussion of the gains and losses incurred with these and other practices can point out to the consumer ways in which she can keep more berries with better flavor and more food value.
- "(c) To teach consumers how to select varieties and qualities of food in relation to the proposed use of those foods, thus affording a wider range of acceptance for foods of varying quality. A common need is to understand that different cooking processes are desirable for different qualities of some foods, meat, for example. It is costly to use higher grades than necessary for the desired result and unsatisfactory to cook lower grades improperly.
- "(d) To encourage home preservation and storage of food when it is economically and physically practicable and when it provides a means of providing a more adequate diet for the family. Families having little storage space for home-preserved foods can be encouraged to provide shelving or other means of caring for some home-preserved food if the supply is obtained at low cost, and if there is adequate equipment and information for preserving the food successfully.

"4. Price, Market Organization, and Retail Services.

"Both consumers and those who grow produce for farm markets in several areas have shown interest in understanding marketing services as they affect price. Meetings of specialists with consumers and with retailers or producers in an effort to develop understanding between these groups have been effective. Other effective meetings arranged by specialists have been held between representatives of the trade and home demonstration agents and directly between consumers and retailers. In such programs, the marketing specialist contributes in a number of ways. One of his important functions is to act as adviser to both groups, particularly in the first meetings. Discussions, exhibits, and demonstrations by the producing or distributing group and the consumer group concerned with a given market can show the different grades and qualities of products available on the market and qualities and services desired by those who buy there.

"Successive educational programs with these groups can help provide a market that serves the best interests of both groups."

II. AN EXTENSION PROGRAM IN MARKETING

The aim of the Extension Service in marketing is to make available to the people, in an understandable form, information concerning the marketing of agricultural products and the practical application of that information. Its purpose in providing educational material to producers, processors, handlers, and consumers is to encourage the adoption of improved marketing practices; foster the development of adequate and efficient marketing facilities; and promote a better understanding of the marketing processes and the types and costs of services performed. It is Extension's further purpose to assist in providing consumers with the basic facts for choosing intelligently within their resources those products that will best meet their needs and desires.

In marketing, as in production, the job of the Extension Service is to conduct educational and demonstrational work which will help people learn by doing and enable them to put into practice improvements in marketing that are economically sound.

III. EXTENSION MARKETING WORK WITH CONSUMERS

The task of the Extension Service, as far as marketing work with consumers is concerned, is to provide, in a readily understandable form, information concerning agricultural products and the services rendered by the marketing system. This information should present the whole picture as it relates to the consumer's interest and welfare. It should provide the consumer with a basis for choosing intelligently those products that will best meet his needs and desires when taking into consideration his resources.

